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ABSTRACT

This K-12 sequential course of study is the result of one school district's efforts to improve continuity in the social studies curriculum. Following an introduction and statement of philosophy, the program is organized around four basic educational areas--knowledge, application, valuing, and participation. Specific program goals include promoting dignity to develop positive attitudes toward oneself and others; providing for transmission of American cultural heritage; providing basic skills necessary for participation in our society; understanding and practicing democratic ideas and ideals; developing an understanding for world change; learning to respect individual differences; developing a positive attitude toward one's work; and learning about the uses and distribution of land, labor, capital, and management in a "mixed economy." A scope and sequence chart comprises the remainder of the document, which presents not only objectives for each grade level and social studies course, but also level of understanding expected from the learner, e.g., introductory, review and restatement of concept, concept expansion, or concept enrichment. The document concludes by listing possible teaching strategies and methods of student and program evaluation. (LH)

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SOCIAL STUDIES

COURSE OF STUDY

Deer Park Community Schools
Department of Media Services
4320 E. Galbraith Rd.
Cincinnati, Ohio 45236

by
John E. Miller and Terrence A. Murphy

SO 015 852

Adopted by Board of Education
December 12, 1983

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INTRODUCTION

This graded Course of Study for Social Studies K-12 has been designed to communicate our K-12 Social Studies program to staff members, parents and students and to improve the continuity of our Social Studies Program. The format of this course of study was designed to meet the requirements of the State of Ohio Board of Education.

The Social Studies Course of Study Committee provided the leadership in developing this document. The committee members were:

Elementary School Staff: Harriet Friedman, Melba Trout, Carol Suer, John Miller, Terrence Murphy and Thomas Griswold.

Secondary School Staff: Roy Dixon, Evelyn Hoffmeister and Rex Russell.

The committee developed the course of study through staff input, and a review of our current Social Studies curriculum. The committee also examined some current research on educational objectives for Social Studies Courses of Study. All of the staff members who contributed to this work, especially the committee members, are to be commended for their professionalism, their interest and the giving of their time to this study.

This graded course of study is part of our continuing effort to provide our students with an improved educational program. Staff members are responsible for using this guide in the development and presentation of our Social Studies Program. We hope that it will make a valuable contribution to the quality of education in our school district.

PHILOSOPHY

We believe the social studies program should promote human dignity, provide for transmission of cultural heritage, and develop the basic skills necessary for active participation in an increasingly complex society. The term social studies focuses on that portion of the curriculum which deals with human beings' relationship with their social and physical environments. The social studies are concerned with how individuals are influenced by their environment; how they use and modify their environment to satisfy individual and group needs and wants; how custom and institutions have emerged; how human beings attempt to solve current problems; and how they draw upon their experience and that of others to plan for the future.

The content utilized in this endeavor is drawn from all the social sciences and related disciplines. The social sciences include anthropology, economics, geography, history, philosophy, political science, psychology, and sociology. It is also recognized that the content of the social studies program is related to and enriched with information from other subjects, such as literature, art, music, health, science, and mathematics. In addition to teaching a body of knowledge, the social studies are concerned with the development of the ability to utilize that knowledge, to enable the learner to formulate self-directed values and define his or her participatory role in society. These goals would enable the individual to be a responsible member of a democratic society.

EDUCATIONAL GOALS

The four major areas in which social studies endeavors to improve a student's learning are: knowledge, the ability to apply that knowledge, his ability to formulate self-directed values and the ability to define his or her participatory role in society.

We define the four areas in the following manner:

1) Knowledge is the learning of data and ideas which are then a part of the learner's experiential background.
2) Application is the ability to use facts and concepts previously learned.
3) Valuing is the ability to formulate and evaluate one's personal value system.
4) Participatory role in society is defined as the student having the knowledge, values and application skills which will allow him/her to define his/her own role in society or his/her studied withdrawal from that society.

SPECIFIC GOALS

I. TO PROMOTE HUMAN DIGNITY IN A WAY THAT DEVELOPS A POSITIVE ATTITUDE TOWARD ONE'S SELF AND OTHERS

A. The student will make intelligent use of leisure time.

B. The student will acquire knowledge about the purpose of education in the U.S.A.

C. The student will empathize with the problems and needs of others.

D. The student will understand and practice the concepts of justice, fairness, and honesty in human relations.

E. The student will promote equity in human relationships (e.g. handicapped, gifted, male, female, minority groups, and others).

F. The student will give and receive constructive criticism.

II. TO PROVIDE FOR THE TRANSMISSION OF AMERICAN CULTURAL HERITAGE

A. The student will acquire knowledge about the dominate cultures and subcultures in the U.S.A.

B. The student will understand how persons and events of the past help shape life today in the U.S.A.

C. The student will acquire knowledge about the purpose and significance of different human organizations (social, cultural, economic, and political) in the local community/U.S.A./in other parts of the world.

D. The student will acquire knowledge about the purpose of education in the U.S.A.

III. TO PROVIDE BASIC SKILLS NECESSARY FOR PARTICIPATION IN OUR SOCIETY

A. The student will acquire knowledge about responsibilities and rights of local citizenship.

B. The student will acquire knowledge about our legal system (civil and criminal) and its impact on one's life.

C. The student will acquire knowledge about public institutions and the services they perform.

D. The student will become knowledgeable about the effects of mass media on one's life.

E. The student will acquire skills used in the decision-making process.

F. The student will practice group process skills (interact in group in various capacities).

G. The student will acquire knowledge about behaviors needed to become effective group members.

H. The student will differentiate between/among facts, opinions, and fantasy in decision-making.

I. The student will use facts, opinions, concepts, and generalizations in decision-making.

J. The student will use descretion when using mass media.

K. The student will develop ability in using maps, graphs, charts, pictures, etc.

L. The student will apply reading skills in acquiring information.

M. The student will apply listening skills in acquiring information.

N. The student will apply speaking skills in communicating information.

O. The student will apply mathematical skills in gathering, analyzing and communicating information.

P. The student will develop skills in analyzing public issues.

Q. The student will acquire skills to locate and organize information from books and other media.

IV. TO UNDERSTAND AND PRACTICE DEMOCRATIC IDEAS AND IDEALS

A. The student will acquire experience in practicing local citizenship (participaing and cooperating with others in community affairs and civic responsibilities).

B. The student will acquire knowledge about responsibilities and rights of national citizenship.

C. The student will practice democratic behaviors (respect for human dignity, private and public properties, individual rights and freedom).

D. The student will understand and react to public issues.

V. TO DEVELOP AN UNDERSTANDING FOR CHANGES THAT TAKE PLACE IN THE WORLD

A. The student will acquire knowledge about forces that shape individual human beings (heredity, environment, role, status, education, etc.).

B. The student will become knowledgeable about the family and the changing roles of family members.

C. The student will develop an understanding of the past, identify with the present and develop the ability to meet the future.

VI. TO LEARN TO RESPECT AS HUMAN BEINGS PEOPLE WHO THINK, DRESS, AND ACT DIFFERENTLY, AND CO-EXIST WITH THEM

A. The student will acquire knowledge about the peoples of the world.

B. The student will acquire knowledge about and will apply methods used by social scientists in studying human behavior (e.g. observation, interview, questionnaire, etc.).

C. The student will become knowledgeable about cultures and community life in other parts of the world.

D. The student will acquire knowledge about the principal religions of the world.

E. The student will acquire knowledge about diversity among human beings (e.g. temporarily able-bodied, handicapped, male, female, gifted, etc.).

F. The student will respect the values and lifestyles of others.

VII. TO DEVELOP A POSITIVE ATTITUDE TOWARD ONE'S WORK

A. The student will explore one's capabilities; set realistic and attainable goals; strive to achieve them.

B. The student will acquire knowledge about personal decision-making models used in the social sciences.

C. The student will acquire knowledge about the effects of excessive use of substances on physical and social development (cigarettes, sugar, coffee, marijuana, etc.).

D. The student will become knowledgeable about types of jobs and professions.

E. The student will examine and clarify one's personal values, beliefs, and attitudes (choosing, prizing, affirming, and acting).

F. The student will practice patience and perserverance in working for one's goals.

VIII. TO LEARN ABOUT THE USES AND DISTRIBUTION OF LAND, LABOR, CAPTIAL AND MANAGEMENT IN A "MIXED ECONOMY"

A. The student will understand interrelatedness of human beings and their physical environment (climate, weather, relief, natural resources, etc.) as they affect what we wear, eat, do, make, transport, etc.

B. The student will understand how activities of human beings affect their environment (ecology).

C. The student will acquire knowledge about different basic human activities and factors affecting their development in the U.S.A. and the world - e.g. Primary Industry - farming, lumbering; Secondary Industry - manufacturing; Tertiary Industry - services.

D. The student will acquire knowledge about the rights and duties of producers and consumers.

SCOPE AND SEQUENCE

On the following chart the number 1, 2, and 3 represent the following:

#1 - Introduction

A topic or concept is introduced to the learner but no mastery is expected.

#2 - Review and Restatement

A topic or concept is reviewed and restated for the learner. We should expect basic awareness at the end of this level.

#3 - Concept Expanded

This stage of learning about the concept or topic should result in expanded awareness, competency and comprehension.

#4 - Enrichment

The learner will be able to grasp nuances about the topic or concept not necessarily perceived or comprehended at the competency level.

SOCIAL STUDIES COURSE OF STUDY

Scope and Sequence Chart By
Grade/Course and Objectives

KNOWLEDGE:

The student will be able to explain the similarities among cultures and identify the differences within various cultures.

The student will be able to describe cultural complexity and continuity

The student will be able to describe the dynamics of cultural change and the influence of the environment on these changes.

The student will be able to categorize all modern men as Homo Sapiens and will explain that type variations are minor, whether races are viewed geographically, topologically, or biologically.

The student will be able to identify and will be sensitive to cultural nuances.

The student will be able to describe economic factors that affect peoples' lives.

The student will be able to explain the relationship between economics, lifestyles and occupational roles and the interdependence of various elements (goods, services, organizations, societies).

| | | |

The student will be able to identify social, economic, and political systems and their processes.

The student will be able to employ basic communication processes: reading, listening, speaking and writing.

The student will be able to explain the interdependence of family and larger economic systems.

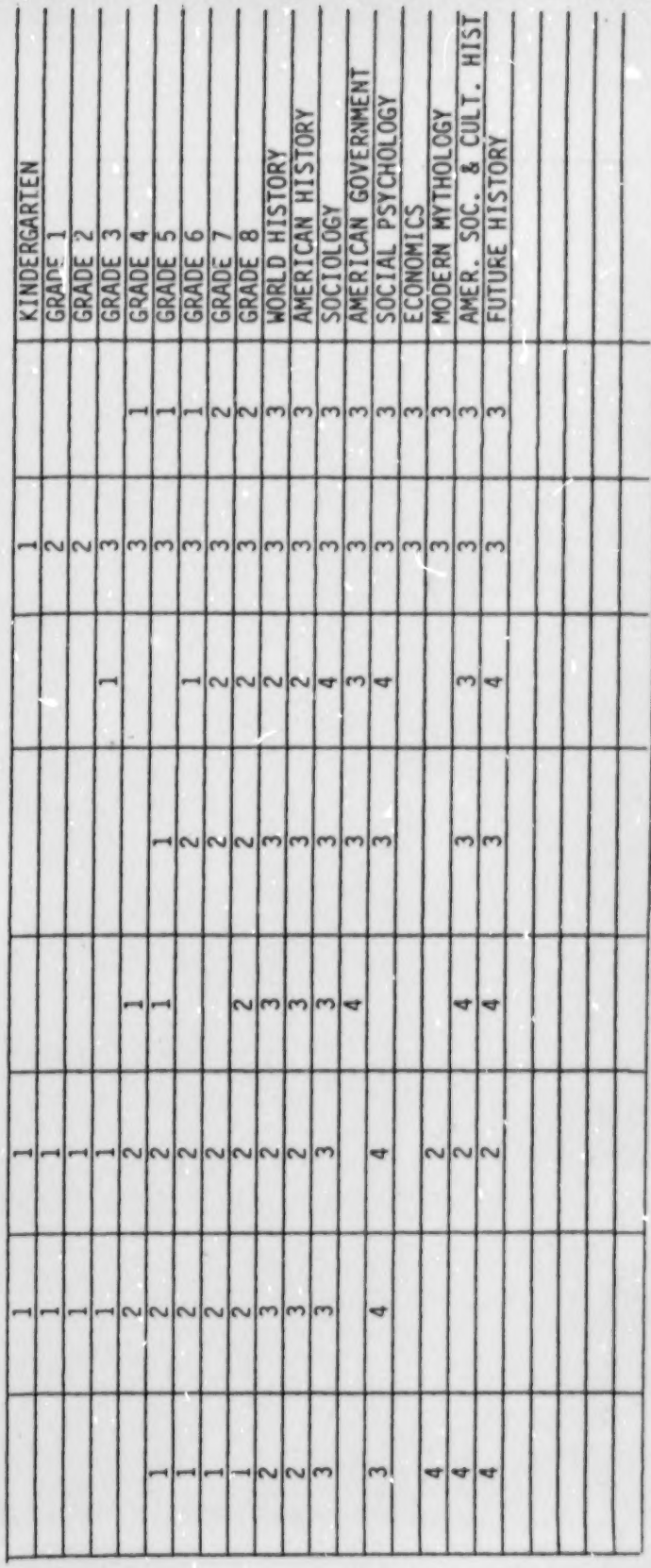
The student will be able to explain how power and influence are used to attain a chosen solution to issues, thus requiring group formation around common goals.

The student will be able to explain the interdependence of the three branches of American government.

The student will be able to describe death as a natural part of the life cycle and relate death to a person's development.

The student will be able to raise questions and express emotions about death and will explain that these are natural behaviors.

The student will be able to list reasons for death as opposed to illogically assuming blame or feeling guilty about the death of a loved one.



	KINDERGARTEN
The student will be able to distinguish between renewable and non-renewable forms of energy.	GRADE 1
The student will be able to identify and describe alternative sources of energy.	GRADE 2
The student will be able to describe the effect different energy use has on the environment.	GRADE 3
The student will be able to describe by using a few examples the necessity of ecological harmony and balance to the survival of all.	GRADE 4
The student will be able to explain with examples the economic and social interdependence of nations.	GRADE 5
The student will be able to explain how people and regions differ from one another at various levels - local, national, and global.	GRADE 6
The student will be able to identify the basic human similarities.	GRADE 7
The student will be able to view oneself as a member of a family, other groups, nation, human species, and inhabitant of the planet.	GRADE 8
The student will be able to identify points of view.	WORLD HISTORY
	AMERICAN HISTORY
	SOCIOLOGY
	ECONOMICS
	MODERN MYTHOLOGY
	AMER. SOC. & CULT. HIST.
	FUTURE HISTORY
	AMERICAN GOVERNMENT
	SOCIAL PSYCHOLOGY

The student will gain skills in reading and writing.

The student will be able to define and comprehend concepts of race, culture, ethnicity, and self-determinism.

The student will be able to define the concept of racism and will list its influences in the global society.

The student will be able to distinguish people with complex ancestry.

The student will acquire information and skills necessary to participate in political life as a responsible citizen.

The student will study the past and describe ways in which the past is relevant to contemporary life.

The student will explain that social problems are not subject to black and white solutions but inevitably require making decisions on the basis of carefully weighing conflicting attitudes and evidence.

The student will be able to explain the relationship of religion with other aspects of the culture.

	KINDERGARTEN
1	GRADE 1
1	GRADE 2
1	GRADE 3
1	GRADE 4
1	GRADE 5
2	GRADE 6
2	GRADE 7
3	GRADE 8
3	WORLD HISTORY
3	AMERICAN HISTORY
3	SOCIOLOGY
3	ECONOMICS
3	MODERN MYTHOLOGY
3	AMER. SOC. & CULT. HIST.
3	FUTURE HISTORY
3	AMERICAN GOVERNMENT
3	SOCIAL PSYCHOLOGY

The student will be able to distinguish between those things of value and permanence, and those of change.

The student will be able to state evidence that Western man lives in a technological culture.

The student will be able to explain and give examples that scientific/ technological accomplishments lead to major changes in daily living.

The student will describe how behavior patterns are transmitted within the family.

The student will be able to identify principles of the behavior of small groups.

The student will be able to explain the interdependence of urban, suburban and rural areas.

The student will be able to use reference sources.

The student will develop the skills necessary to use audio-visual hardware and software.

The student will develop an awareness of careers.

The student will be able to make, read and use a map.

The student will be able to use a globe.

| | KINDERGARTEN | 1 | 1 | 1

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	WORLD HISTORY	AMERICAN HISTORY	SOCIOLOGY	ECONOMICS	MODERN MYTHOLOGY	AMER. SOC. & CULT. HIST.	FUTURE HISTORY	SOCIAL PSYCHOLOGY	AMERICAN GOVERNMENT
The student will be able to use, read, and interpret historical maps.				1		1	2	3	3	4	4		3		4			
The student will be able to make and use sequence relationships and time lines.					1	1	1	2	2	3	3		3		3	4		
The student will be able to make and use lists.			1	1	2	2	3											
The student will be able to use a calendar.	1	1	2	2	3													
The student will be able to make comparisons and draw conclusions..			1	1	1	1	2	2	2	3	3	3	3	3	3	3	3	
The student will be able to make, read, and interpret charts, graphs, tables, and diagrams.				1	2	2	2	2	2	3	3	3	4	3		4	4	
The student will be able to prepare and write reports and research papers.				1	1	2	2	3	3	3	3	4	4	4	4	4	3	
The student will be able to use the encyclopedia.				1	1	2	2	3	3									
The student will be able to use a dictionary.	1	1	2	2	2	3	3	3										
The student will be able to make an outline.						1	1	2	2	3	3							
The student will be able to make a bibliography.							1	1	2	2	3	3	3	3	3	3	3	
The student will be able to use an index.			1	1	2	2	3	3	3									
The student will be able to construct and conduct a survey.									1	1		2		2	3		3	
The student will be able to distinguish between fact and opinion.	1	1	1	1	2	2	2	2	2	3	3	3	3	3	3	3	3	

APPLICATION:

The student will use decision-making skills which will result in the identification and internalization of a problem culminating in a rational decision of which the decision maker is conscious. The student will state probable consequences of alternatives and will become an advocate for a chosen position.

The student will be able to gather, organize, interpret, analyze, and evaluate information about government, politics, and citizenship.

The student will be able to work with others in problem-solving (involves communication, perspective-taking, group skills) in order to reach individual and group goals.

The student will be able to predict and create alternative futures.

The student will be able to use a process of inquiry.

The student will be able to list and appreciate other people's contributions including those different from himself/herself, including the ethnic and cultural gruops and different nations to which others belong.

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The student will be able to write and speak logically, clearly, effectively, and creatively about acquired knowledge.

The student will be able to use language skills for effective communication.

The student will be able to predict possible consequences of scientific/ technological accomplishments.

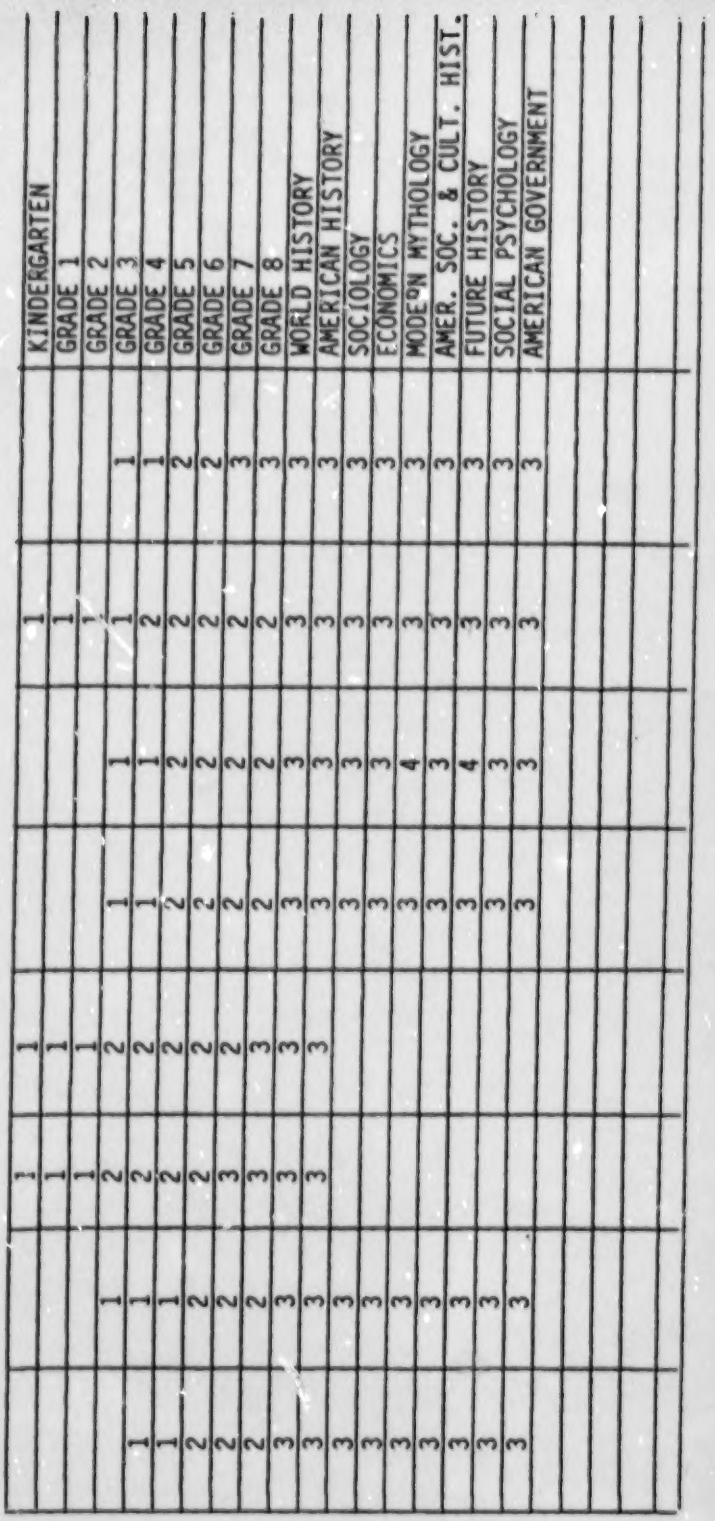
The student will be able to set realistic and appropriate goals related to classroom performance.

The student will be able to schedule work time and will be able to meet deadlines.

The student will be able to identify tasks that need to be accomplished.

The student will be able to function as an independent learner in the classroom.

The student will be able to classify, categorize, group, and select according to criteria.



The student will be able to begin to think logically, orderly, and independently.

The student will be able to order items in sequence according to criteria.

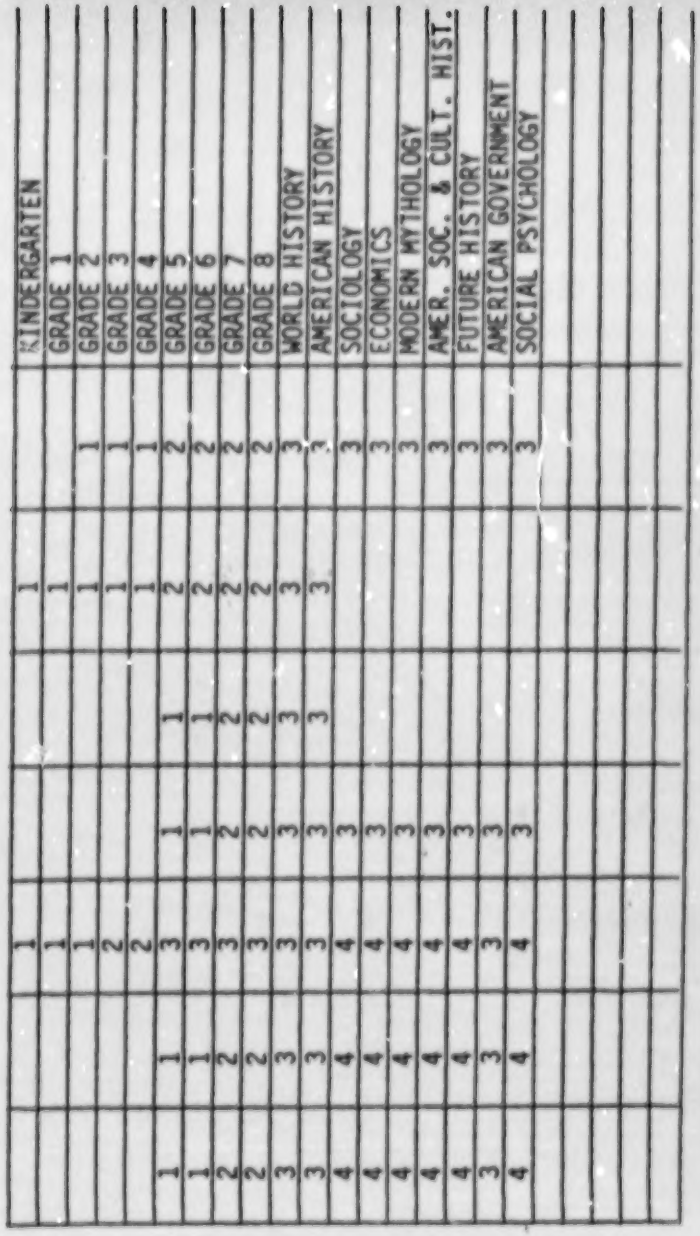
The student will be able to summarize, abstract, and estimate.

The student will be able to infer, analyze, and synthesize.

The student will be able to compare, contrast, and discriminate.

The student will be able to theorize, predict, and generalize.

The student will be able to formulate, test, and revise a hypothesis.



VALUING:

The student will be able to describe factors that add to his/her identity.

The student will be able to identify weaknesses and strengths of self and others, and will state how these strengths and weaknesses probably developed.

The student will describe the positive aspects of individual differences.

The student will define the concept of wise use of leisure time and give examples, including volunteerism.

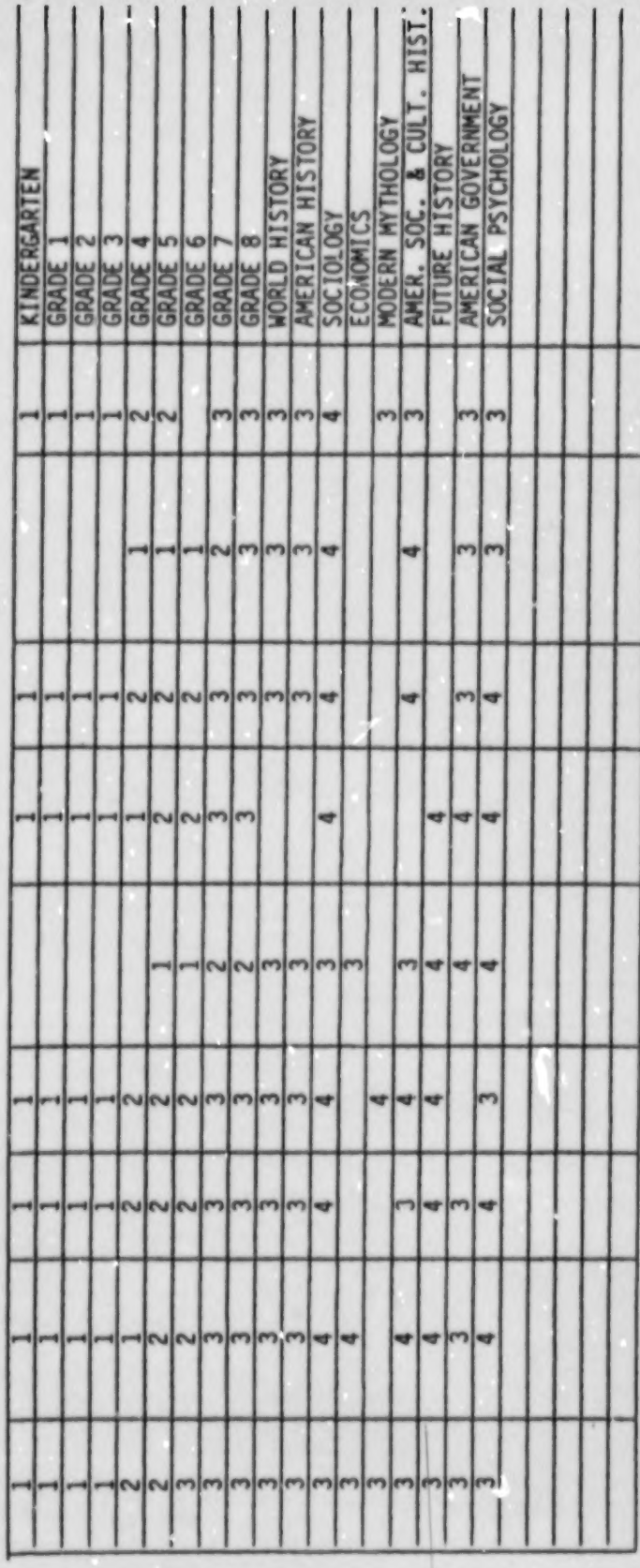
The student will be able to orient himself/herself to local/national/ global affiliations for effective citizenship.

The student will be able to identify meaning in a person's life and death.

The student will be able to identify one's own values and values of others.

The student will be able to identify alternatives, consequences, and values in situations calling for moral decisions.

The student will be able to improve self-identity, self-concept, and self-understanding.



The student will develop a sense of responsibility.

The student will develop a sense of cooperation.

The student will develop a sense of respect, politeness, and courtesy.

The student will work as a productive group member.

The student will understand frame of reference.

The student will conduct realistic self-evaluation.

The student will recognize and define qualities that comprise a good leader.

The student will be able to identify the positive aspects of employment.

| | | |

The student will be able to respect the right of free choice of religious convictions, practices and participation by communicating positively about other religions.

The student will be able to describe the effect of science and technology on values.

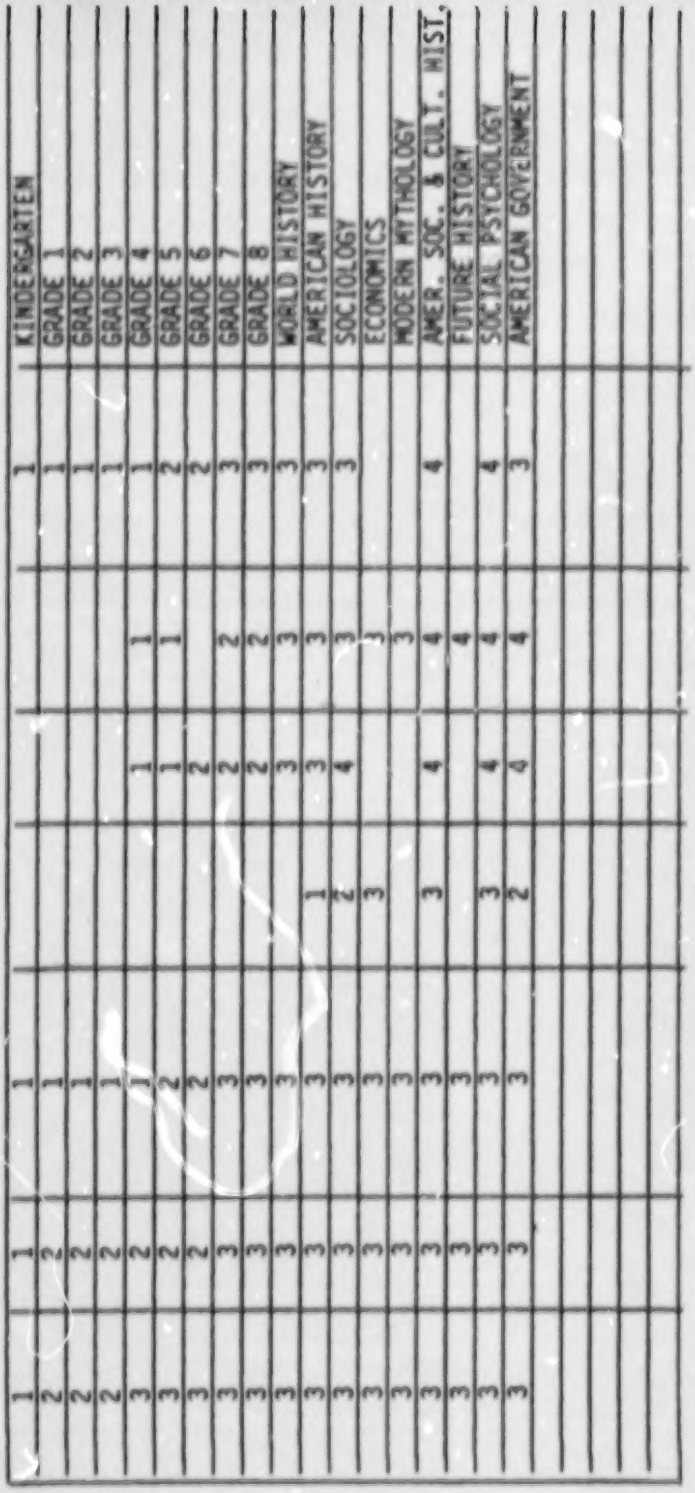
The student will be able to identify examples of sexism in their lives.

The student will be able to describe the socialization process which initiates and maintains sexism.

The student will be able to state and appreciate the need to eliminate practices in most American institutions which prevent an individual from growing intellectually, socially, and physically.

The student will be able to identify factors that contribute to self-concept.

The student will be able to describe reasons why interdependency of human relationships is vital for need and support.



PARTICIPATION:

The student will be able to practice democratic principles when engaged in group processes: respect for the individual, one person-one vote, being open to opposing viewpoints, majority rule but not running roughshod over the minority, representative government, etc.

The student will be able to practice decision-making processes which apply data, values, and logic to help resolve issues or make choices of solutions.

The student will practice acceptable conservation and will explain the collective role he/she plays in energy use and abuse.

The student will take an individual, informed position on social/moral issues and compare his/her reasoning with the reasoning of others.

The student will practice attitudes of social commitment and tolerance.

The student will develop an awareness of the difference between faith, opinion and conceived truth as based on empirical data with the understanding that even the latter can change with the development of new knowledge and revised interpretations of existing knowledge.

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	WORLD HISTORY	AMERICAN HISTORY	SOCIOLOGY	ECONOMICS	MODERN MYTHOLOGY	AMER. SOC. & CULT. HIST	FUTURE HISTORY	SOCIAL PSYCHOLOGY	AMERICAN GOVERNMENT					
1	1	1	2	2	2	2	2	3	3	3	3	3		3	4	4		4					
					1	1	1	2	2	3	3	3		3	4	3	3	3					
1	2	2	3	3	3	3	3	3	3	3	3		4			4		4					
								1	1	2	2	3			3	4	4	4					
					1	1	2	2	3	3	3	3	3	3	3	3	3	3					
					1	1	1	2	2	3	3	3	3	3	3	3	3	3					

The student will develop an awareness that change, particularly scientific and technological change, is having a tremendous impact on the world and that some of the consequences of the new developments will be unexpected and involve social, moral, and ethical considerations.

KINDERGARTEN	
GRADE 1	
GRADE 2	
GRADE 3	1
GRADE 4	1
GRADE 5	1
GRADE 6	2
GRADE 7	3
GRADE 8	3
WORLD HISTORY	3
AMERICAN HISTORY	3
SOCIOLOGY	3
ECONOMICS	3
MODERN MYTHOLOGY	3
AMER. SOC. & CULT. HIST.	3
FUTURE HISTORY	3
AMERICAN GOVERNMENT	
SOCIAL PSYCHOLOGY	3

INSTRUCTIONAL METHODS

Because individual teaching and learning styles vary, the instructional methods used in presenting this Social Studies program will include as wide a range of educational experiences as possible. Educators involved in the presentation of Social Studies will consider the capabilities of their students and the nature of the subject being taught when selecting specific teaching strategies. These strategies will include:

- lectures
- research papers
- discussions
- audio visuals
- computer-assisted instruction
- role playing
- simulations
- resource speakers
- field trips
- case studies
- individual projects
- debates
- group activities
- oral and written reports
- oral readings
- textbook and document interpretation
- use of reference materials
- homework
- use of periodicals
- problem-solving
- hands-on experiences
- experiments
- use of community resources.

EVALUATION

Evaluation is to be an ongoing process throughout each unit or course. It is the intent of the Deer Park Community Schools to develop and implement the use of evaluative instruments to measure individual student achievement and program effectiveness. Current methods of student evaluation include the following:

Class Discussion
Recitation
Student-Teacher Conferences
Parent-Teacher Conferences
Homework
Quizzes
Individual and Group Projects
Essays
Written Examinations
Student Notebooks
Journals
Oral and Written Reports
Teacher Observations

Program evaluation will be implemented by the use of the following:

Pre-and Post-Testing
Administrative Contributions
Community Reactions to Questionnaires
Student Evaluations
Professional Staff Evaluations
Parent-Teacher Conferences